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THE SCHOOL REVIEW

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EDUCATIONAL FINANCE INQUIRY

The American Council on Education announces the appointment of a commission to conduct a comprehensive investigation of educational finance in the United States. For several years legislators, philanthropists, and the general public have been aware of the increasing difficulty of supporting public schools and universities. Educational officers have come to regard the problem of financing education as the outstanding problem now before them. The paramount importance of the matter was emphasized at the citizen's conference on education called by the United States Commissioner of Education in 1920. This conference passed resolutions urging a thorough investigation of the cost of education and of public resources available to support it. A group of the leaders of the Department of Superintendence of the National Education Association meeting in Atlantic City, February, 1921, likewise designated this problem as the most vital one now confronting school administrators and appointed a committee to assist in launching an investigation if means might be found to carry it on.

The American Council on Education has obtained contributions for this purpose, and it is now assured of funds sufficient to undertake such an investigation on a scale never before attempted.

A total of one hundred and seventy thousand dollars has been appropriated for the study by the Commonwealth Fund, the Carnegie Corporation, the General Education Board, and the Milbank Memorial Fund. The council has appointed a commission composed of recognized specialists in education, taxation, and business to conduct the inquiry. The commission consists of the following persons: Samuel P. Capen, director of the American Council on Education, Washington, D.C., *ex officio*; Ellwood P. Cubberley, dean of the School of Education, Stanford University; Edward C. Elliott, chancellor of the University of Montana; Thomas E. Finegan, state superintendent of public instruction, Harrisburg, Pennsylvania; Robert M. Haig, associate professor of business organization, Columbia University; Victor Morawetz, attorney at law, New York City; Henry C. Morrison, formerly state superintendent of public instruction of New Hampshire, professor of education, University of Chicago; George D. Strayer, professor of educational administration and director, Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University; Herbert S. Weet, superintendent of schools, Rochester, New York.

Dr. Strayer has been selected as chairman of the commission and director of the work of the inquiry.

It is generally recognized that during the past decade all kinds of public schools have developed and expanded in an extraordinary manner. The war seemed to stimulate rather than to retard the growth of every grade of instruction given at public expense. What will it cost to support on a uniform basis a system of public education as at present organized? In what way can this undertaking, especially in the rural regions, be reconciled with the other obligations entailed by the conduct of the public's vital concerns? Educational workers and public-spirited citizens throughout the country have agreed that the issue has become one of cold, hard facts.

The primary aims of the Educational Finance Inquiry will be to study in typical states and communities the existing program of public education, the extent to which this program is carried out, and the present and prospective costs involved. It is proposed to investigate the relation of educational expenditures to other

necessary governmental expenditures, the methods of raising revenue for the support of education, the possibility of effecting economies, and the possible sources of revenue not now utilized for the support of education.

UNIFORM CERTIFICATE BLANK

At the Atlantic City meeting (1921) of the National Association of Secondary School Principals a certificate-of-recommendation blank was adopted. This uniform blank was devised by a joint committee composed of representatives of the Association of University Registrars and of the National Association of Secondary School Principals.

The blank is a single sheet, $11\frac{1}{2}$ by $8\frac{1}{2}$ inches, with only one side to be filled out by the transmitting officer. Two uses may be made of this blank: to certificate high-school students to colleges and universities and to transfer students from one high school to another. The chief advantage of a uniform blank is that the principal of the high school, or his secretary, has to learn to fill out only one kind of blank for certificating purposes and does not have to puzzle over twenty or more varieties issued by the different universities to which his students go.

The National Association of Secondary School Principals has distributed over ten thousand of these blanks. They are sent free to the members of this association; the price to others is one dollar per hundred. Requests for these blanks should be sent to the secretary of the National Association of Secondary School Principals, H. V. Church, J. Sterling Morton High School, Cicero, Illinois.

H. V. CHURCH

HIGH-SCHOOL RESEARCH

The high-school teachers of Los Angeles have organized a research council. The purposes of this council are (1) to bring together all scientifically minded junior and senior high school principals and teachers in a common effort to advance secondary education in Los Angeles; (2) to furnish a forum for the scientific study of educational problems; (3) to promote educational research;

and (4) to enable each member to grow in his chosen work in the field of education.

Bulletins of the work of this council are sent out in mimeographed form by the Department of Psychology and Educational Research. The early bulletins are concerned with a number of general problems. The first contains the following list of questions intended to stimulate the members to think along lines which will develop the society in accordance with the purposes stated above:

1. What proportion of my students should be taking a college-preparatory course?
2. For what purpose am I teaching that fourth-period class? Can I list twenty-five objectives which I am planning to reach?
3. Is social need a legitimate criterion for the selection of subject-matter in my courses?
4. How many changes of phase should there be in a high-school recitation?
5. Are there certain intangible qualities in education which cannot be measured?
6. What is my average attention ratio? Is that satisfactory?
7. How can I best use the high-school section of the Department of Psychology and Educational Research?

One of the later bulletins points out in detail the advantages of grouping pupils on the basis of mental ability and the advantages of measuring the results of school work:

The following are some of the advantages of grouping pupils for purposes of instruction on the basis of mental ability:

1. Pupils are able to progress more nearly together. In an ungrouped class some pupils learn five to seven times as rapidly as others.
2. Bright pupils do not learn lazy habits while waiting for their slower brothers.
3. Slow pupils do not rush over unlearned fundamentals in an attempt to keep up.
4. The curriculum can be adapted to individual differences.
5. Methods of teaching can be varied to suit.

The following are some of the advantages of educational measurements for a classroom teacher:

1. They make comparison with fellow-teachers possible.
2. They make comparison with city and national standards possible.
3. They enable her to make her marks more objective.
4. They give her quantitative information concerning the "material" she has to work with.

5. They enable her to experiment scientifically with methods of teaching, textbooks, apparatus, etc.
6. They enable her to show her principal definite units of accomplishment.
7. They enable her to diagnose individual difficulties of pupils.
8. They enable her to give her pupils more intelligent educational guidance.

COMPETITION AMONG HONOR SOCIETIES

The National Association of Secondary School Principals created a commission at the Atlantic City meeting to promote the organization of chapters of a national honor society in high schools and to bring about, if possible, an amalgamation of all the honor societies now in existence. The organization of new chapters has gone forward rapidly, but amalgamation seems to have lagged. Existing societies seem to be unwilling to give up their names and special characteristics.

In the meantime, another and highly interesting manifestation of enthusiasm for organization has appeared in the fact that private enterprise has seen in national honor societies a field for profit and possible public service. Circulars are scattered broadcast over the country setting forth the following facts:

The originators of the National High School Honor Society are organizers of pronounced ability in educational work. They have made a study of student organizations and of their effects upon the high-school boy and girl. In this work they have dealt with educational problems as they occur in the classroom and in the administrative ends of education, thus obtaining a view of the field of educational theory and practice which has not been confined to the limits of mere consideration of curricula and schoolroom routine or, on the other hand, of problems of organization somewhat apart from practice.

The world outside of immediate schoolroom activity has claimed their attention and has called for their co-operation and help so frequently that they as school men have been signally able to vitalize this work in the development of qualities of initiative, leadership, and resourcefulness.

Out of these somewhat varied experiences has grown the mature and comprehensive plan of *intellectual competition*. Under the organization of the National High School Honor Society these men have pledged themselves to see this work to completion and are counting on the hearty co-operation of their fellow-workers.

Other literature indicates that an annual fee of \$15 is required of chapters in return for which certain cards and copies of the constitution are supplied.

That the plan is a success so far seems to be proved by the fact that these "organizers of pronounced ability" have now entered a new field, as indicated by the following circular letter:

The inclosed plan for the development of athletic leadership was worked out in practice and is approved by coaches and educators in every type of secondary and advanced schools.

In order to make any competitive game yield the maximum in terms of character and intelligence, boys must co-operate with coaches and must have a clear understanding of the essentials. The "Player's Record Book" defines the essential qualities and provides for self-analysis and analysis of opponents. The duplicate report to the coach will show how the player regards his play.

The player is rated by the coach each week. The coach can at any time strike averages and face the player with a grand average which indicates concretely his worth to himself and to the team.

Coaches have without exception heartily indorsed the plan as a concrete expression of what they are striving for. A. A. Stagg of the University of Chicago pronounces it a plan worthy of the enthusiastic support of everyone. Prof. F. E. Schlatter of Wisconsin says that with the co-operation of the schools of the country it will be the greatest accomplishment in physical education in this generation.

To make the plan effective and to insure its perpetuation, at least five hundred schools must adopt it. We, as school men, are unable to advertise the plan indefinitely or to finance the organization for even one of the four sports for a limited number of schools. It will be evident to you from what we have already done that we have extended ourselves in order to bring the plan to your attention. We need your immediate co-operation to make the league actual.

Printing will be rushed so as to care for all schools that apply for membership. May we hear from you by return mail?

Amalgamation of these public interests under public control is the suggestion which seems highly appropriate after one has read this literature that certainly has in it something of the purely personal and somewhat too much of breathless haste.

A PETITION FOR A FEDERAL DEPARTMENT OF EDUCATION

The National Education Association, through its president and with the co-operation of a number of affiliated organizations, has adopted a method of procedure with regard to a federal department of education which is to be highly commended. It has gone

before the President of the United States with a petition and has asked his consideration of the whole matter from an entirely new point of view. This new point of view emphasizes the necessity of federal attention to the great problems of education. It does not ask for federal subsidies as did the original proposal of the National Education Association. There can be no doubt at all that the petition which is now presented to the President will command widespread approval.

The petition is as follows:

On behalf of our respective organizations we earnestly pray that in the reorganization of the executive departments of the government, education be given recognition commensurate with its supreme importance to the Nation. The purpose of public education is to develop good citizens. Since the citizenship of our Nation is but the aggregate citizenship of the states, the Nation is and always must be vitally interested in education.

If the federal government is to perform its proper function in the promotion of education, the department at Washington must be given such dignity and prominence as will command the respect of the public and merit the confidence of the educational forces of the country. The educational leader of the Nation should hold an outstanding position, with powers and responsibilities clearly defined, subordinate to no one except the President.

In view of the reorganization now pending, the present is a most opportune time for giving education its proper place in the administrative branch of the government. On behalf of the national organizations which we represent, each of which has officially taken action in accordance with the prayer of this petition, we respectfully urge that the President of the United States use his great influence to bring about the creation of a department of education with a secretary in the Cabinet.

It is signed by the following persons:

Charl O. Williams, president of the National Education Association; A. Lincoln Filene, president of the National Committee for a Department of Education; Samuel O. Gompers, president of the American Federation of Labor; S. P. Capen, director of the American Council on Education; Azariah Smith Root, president of the American Library Association; Lucile M. Lyons, president of the National Federation of Musical Clubs; George T. Moore, Sovereign Grand Commander of the Supreme Council, Scottish Rite of Freemasonry, Southern Jurisdiction of the United States; Alice A. Winter, president of the General Federation of Women's Clubs; Anne Rogers Minor, president of the National Society of the Daughters of the American Revolution;

Katharine Chapin Higgins, president of the National Congress of Mothers and Parent-Teachers Associations; Rose Brenner, president of the National Council of Jewish Women; Agnes H. Parker, president of the Woman's Relief Corps; Anna A. Gordon, president of the Women's Christian Temperance Union; Walter S. Athearn, chairman of the Committee on Education of the Sunday School Council of Evangelical Denominations and the International Sunday School Association.

The presentation of this petition was accompanied by statements from Mr. Filene, in behalf of the business men of the United States, and Mrs. Winter, in behalf of the organizations of women. Miss Williams, speaking for the educational and labor organizations, made the following statement:

Mr. President, this petition which the committee is now presenting to you asks that education receive primary recognition in the executive branch of the government—that there be created a department of education with a secretary in the Cabinet of the President. It is not notable for the number of signatures that it contains. There is but a short list of fourteen. However, it is tremendously significant for the educated organized public opinion which these signatures represent. Each of the fourteen signers is the president of a great national organization representing a large group of citizens—in certain cases numbered in millions—whose representatives have carefully considered the object of this petition and who, after careful consideration, have expressed themselves as heartily in favor of the end which it seeks to attain.

I would that all the signers of the petition might be present on this occasion. In the absence of certain other signers may I speak especially for the educational and labor organizations of the United States who have made it their aim to promote public education. It is a most regrettable fact—a most unfortunate circumstance for the welfare of this nation—that 5,000,000 school children are today under the tutelage of untrained teachers; that there is an enormous mass of illiteracy which is tinder for the match of the agitator; and that there is a large group of men and women in America who have not been given a reasonable opportunity to know and understand the great traditions of this Republic.

The signers of this petition believe that a department of education can make an enormous contribution to the solution of these and other grave educational problems. We are deeply appreciative, Mr. President, that in recent public utterances you have shown understanding of the problem of education, and we present this petition confident that it is in sympathetic hands and will receive the most serious consideration. We leave in your hands the interests of 27,000,000 school children, 700,000 school teachers, and the future of this country.

INCREASE IN SCHOOL POPULATION

The Bureau of the Census has issued a statement with regard to the increase in school population during the past decade. The statement is as follows:

WASHINGTON, D.C., November 2, 1921.—The Department of Commerce, through the Bureau of the Census, today issued a preliminary statement giving statistics of school attendance, by geographic divisions and states, compiled from the returns of the Fourteenth Decennial Census, taken as of January 1, 1920.

The total population five to twenty years of age, inclusive, enumerated in continental United States numbered 33,250,870. Of this number, 21,373,976 attended school at some time between September 1, 1919, and January 1, 1920. The total population seven to thirteen years of age, 15,306,793, included 13,869,010 children attending school. The percentage attending school among the population five to twenty years of age increased from 59.2 for 1910 to 64.3 for 1920; and the corresponding percentage for children seven to thirteen years of age increased from 86.1 for the earlier to 90.6 for the later year.

Among the individual states, the largest proportion attending school in the 5-20 age group, 73 per cent is shown for Utah, and the smallest, 53 per cent, for Louisiana. In six states—Iowa, Nebraska, Montana, Idaho, Utah, and Oregon—the proportion of school attendance for this age group was more than 70 per cent.

For the 7-13 age group the largest proportion of school attendance, 96.1 per cent, is that for Massachusetts, and the smallest, 75.9 per cent, for Louisiana. In seven states—Massachusetts, Rhode Island, Ohio, Iowa, Delaware, Idaho, and Utah—the proportion was 95 per cent or more.

Following this general statement, figures are given for school populations of various types in the different states and different sections of the country. These figures cannot be reproduced here in full, but the general summary is presented in the table on page 730.

A number of interesting inferences can be drawn from a study of the comparative increases in the attendance of the different groups of pupils enumerated in this table. Where the increase in percentage of attendance for all pupils in the schools is greater than the increase in percentage of attendance for the children of seven to thirteen years of age it is evident that the high-school population has increased relatively more rapidly than has the elementary-school population.

For the country as a whole there has been a very distinct increase in high-school attendance above the increase in the lower

schools. For certain sections the same holds true. Thus in the New England states, in the Middle Atlantic, East North Central, Mountain, and Pacific states, it is the high-school population that has increased most conspicuously. In the other four sections of the country, namely, the West North Central, South Atlantic, East South Central, and West South Central, the greater increase has been in the elementary schools. This latter fact is undoubtedly to be explained by the steady improvement in compulsory attendance laws in these sections.

The main fact shown by the figures is the one mentioned at the outset, namely, the very impressive continuation of increase in high-school attendance throughout the country as a whole.

PERCENTAGE OF SCHOOL ATTENDANCE IN VARIOUS
SECTIONS OF THE COUNTRY

GEOGRAPHICAL DIVISIONS	PERSONS FIVE TO TWENTY YEARS OF AGE		PERSONS SEVEN TO THIR- TEEN YEARS OF AGE	
	1920	1910	1920	1910
New England.....	67.6	64.5	95.3	95.2
Middle Atlantic.....	64.8	60.3	94.3	93.0
East North Central.....	66.6	62.5	95.1	93.4
West North Central.....	68.5	68.5	93.9	91.5
South Atlantic.....	60.2	53.3	85.6	75.6
East South Central.....	60.9	54.6	83.6	75.0
West South Central.....	58.7	53.5	82.5	74.7
Mountain.....	68.4	61.8	91.8	86.4
Pacific.....	69.5	62.3	94.1	91.2

THE LATIN INVESTIGATION

The committee of the American Classical League which is investigating the general problems of the teaching of Latin has launched its work and is now engaged in carrying on a number of tests in different parts of the country.

The committee is seeking the co-operation of those who are interested in these topics of investigation or in similar lines which may be projected later, and asks that correspondence in regard to such possible co-operation in conducting this work be addressed to one of the members of the working committee, as follows: Mason D. Gray, East High School, Rochester, New York, or W. L. Carr, 40 South Professor Street, Oberlin, Ohio. Certain suggestions have

been issued by them with regard to possible inquiries which such interested persons might take up.

1. An important problem connected with the comparison proposed between the results secured in the American secondary school and those secured in European schools is the determination of the approximate amount of preparation required abroad before Caesar is begun, as compared with that required here, and also the approximate time allotted for the reading of four books on the basis of this preparation.

2. The compilation of a series of appropriate selections, extracts, and passages from classical authors in translation to accompany the study of Latin from the beginning, selected primarily on the basis of their inherent appeal to the natural interests of the pupils, but giving, at the same time, a picture of Roman life and ideas and, incidentally, a general view (although unsystematized) of Roman (and possibly Greek) literature.

3. A thorough linguistic analysis (so far as Greek and Latin are concerned) of the list of 10,000 words most commonly used in English just published by E. L. Thorndike (Bureau of Publications, Teachers College, New York City, 65 cents); and the determination of the Latin words associated with the largest number of them.

4. An analysis of the Latin vocabulary most important in enabling pupils to understand the vocabulary of the Romance languages.

5. A statistical investigation of the proportion of Latin pupils who study French, Spanish, or German previously, contemporaneously, or subsequently.

6. A statistical investigation of the proportion of Latin pupils who study science (biology, physiology, general science, physics, chemistry) previously, contemporaneously, or subsequently.

7. By January, 1922, an investigation will be completed involving the collection and counting of the actual Latin occurring in present-day environment (newspapers, books, and periodicals). This investigation offers material for study in two different directions: (*a*) An analysis of the material on the basis of relative importance and of the relative desirability of including the various items in class instruction, and (*b*) An analysis of the content of this material as to vocabulary, syntax, and forms.

8. A similar investigation will be completed at the same time involving the occurrence in contemporary literature of classical references and allusions. This investigation offers abundant material for a scholarly analysis of the extent to which classical ideas permeate modern thought.

SUPERVISING LANGUAGE HABITS THROUGHOUT A SCHOOL

The editors have received from Principal L. D. Morgan of the Hampshire (Illinois) High School, a communication describing a system of supervising English throughout the school. Three essential features mark the plan. First, under the leadership of

the principal, all pupils are instructed to use correct English in all of their written work, and all teachers are directed to insist that pupils obey this injunction. Second, a uniform code for indicating errors is used by all teachers. The code, moderate in scope, is designed to call attention both to minor matters of mechanical correctness and to a few vital matters of grammatical and rhetorical accuracy. Third, on every written paper except those prepared for English classes, are placed two marks, one for subject-matter, one for English. At stated intervals the English department assembles the various English marks and gives to them appropriate consideration in determining the final English grades.

The Hampshire plan, with its vigorous administrative leadership, its definite standards and codes, its double-marking system influencing English credit, embodies the best features of similar experiments now going forward in many schools. There can be no question that such plans are sound in principle. Language habits are not generalized habits; they are the products of all writing and speaking experiences whether in school or out. Just so far as possible, errors which are earnestly attacked in English-drill periods must not be allowed to crop out undetected in other classes. Unfortunately, lapses of the playground and the home cannot be prevented; but lapses in other schoolrooms certainly should not be allowed to occur. "Allow no exceptions" is a basic rule of habit formation.

Again, steady and persistent pressure from above is often necessary to induce teachers themselves to use decent English. Slang, mispronunciations, foreign idiom, and bad grammar are not uncommon in the daily speech and writing of many teachers. The profession as a whole is far from conforming to the standard set by Charles W. Eliot, who says, "I recognize but one mental acquisition as an essential part of the education of a lady or a gentleman, namely, an accurate and refined use of the mother-tongue." Bad examples are set for the children by teachers who allow themselves to fall below that standard of refinement. The fact is that both pupils and teachers can and will use better English if their attention is forcefully directed to the need and if a clear-cut, workable program of supervision is installed and maintained.

R. L. L.